

Foulsham Primary School

Teaching & Learning Policy



Excellence Enjoyment Engagement

Signature of Chair of Governors:

Signature of Head of School:

Date:

Review date:

Contents:

- Aims and Statement of Intent
- Roles and responsibilities
- Learning Environment
- Aspects of Teaching
- Recording Learning
 - Book Organisation
 - Presentation
 - Handwriting
 - Errors
 - Frequency of Work
 - Marking
 - Spellings
 - AfL (Assessment for Learning)
 - Book Codes

Aims

The aim of this policy is to outline the school's approach to learning and to support consistency across the school in all aspects of learning. This policy provides guidance and clarity on a range of features of learning at Foulsham- from questioning in class, to recording in books, to planning- because consistency in these areas helps children to feel confident, comfortable and thus able to take risks.

NB: This policy is closely linked to our behaviour and discipline policy.

This policy supports our school vision of excellence, enjoyment and engagement, as well as our well-being vision: *to be encouraged, to thrive and to commit to the wellbeing of our community.*

Statement of Intent

Statement of intent

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, special educational needs (SEN) or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately differentiated for all pupils.
- Establish targets for improvement.
- Enhance the professional development of staff.

Roles and responsibilities

The role of governors

Governors will receive reports from the head of school and curriculum leads and so be aware of areas identified as requiring improvement. Governors will visit the school to increase their knowledge of classroom activity. When visiting, governors may:

- Observe learning
- See pupils' work
- Discuss achievement
- Talk to pupils about their experiences
- Talk to teachers about their experiences

The role of the senior leadership team

- Observe and monitor the quality of teaching and support the head of school in developing the schools improvement plans
- Liaise with parents to ensure needs are being met
- Work in classrooms, including teaching, regularly
- Carry out focussed classroom-based observations
- Review and comment on planning
- Act as role models for all teaching staff

The role of teachers

- Monitor and evaluate their teaching.
- Seek professional dialogue and constructive criticism from their head or senior leadership team
- Review and evaluate their planning regularly
- Set appropriate and challenging targets for all pupils
- Collaborate with colleagues and other schools to moderate pupil achievement regularly
- Involve parents and other professionals in the monitoring process
- Complete half termly and termly assessments, assessing the progress of their pupils

The role of pupils

- Be on time for school
- Be prepared to learn
- Place coats and bags in the appropriate area
- Store personal belongings in the area provided.
- Be attentive, listen to and follow all reasonable instructions
- Do your best at all times.
- Treat everyone with respect

Learning environment

Seating arrangements

The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently.

The classroom

It is imperative that the learning environment maximises opportunities to learn. Displays are changed regularly and geared towards aiding learning, not providing distraction. Desks should be free from clutter and arranged in a manner providing suitable space for all. The room is well-ventilated and maintained at a suitable temperature. All pupils are encouraged to drink water during lessons (except in science lessons where water could create a risk).

Behaviours for Learning

It is also key that teachers teach children behaviours which will aid them in learning. This starts by modelling good classroom management and ensuring the classroom is well organised, tidy, clean and orderly. Children should support the staff in the upkeep of the classrooms and thus learn for themselves how to manage their learning environment and develop respect and value for it, all of which contributes to good behaviour for learning.

Aspects of Teaching

The curriculum

Reception class follow the Early Years Foundation Stage (EYFS) profile. Years 1-6 follow the national curriculum.

The curriculum is planned and balanced, with suitable proportions of time spent on statutory and non-statutory subjects with a focus on a rich vocabulary and broad aspirations. The curriculum is carefully timetabled and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation and the provision of any necessary resources.

While teaching the national curriculum, wider aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education here at Foulsham Primary.

Planning and preparation

Lessons are clearly linked to the national curriculum. They are differentiated to clearly show how pupils of all prior attainments are catered for. Lessons have clearly identified learning aims and success criteria, showing continuity from one lesson to the next. In addition, evidence of planning will clearly show how teaching assistants are used to enhance learning. Each planning takes into account the resources to be used during a lesson and how these resources will complement teaching. Timings and structure are considered and the school gives teachers adequate preparation, planning and assessment (PPA) time, as per the STPCD.

Delivery

Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types are used including practical, visual, dramatic, investigative and group work.

Resources

Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources are shared between teachers and departments in order to facilitate good practice.

In-class support

Teaching assistants are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with special educational needs and academically more able pupils). In some circumstances, teaching assistants are utilised on a one-to-one basis with a child in need of additional help.

Pupil involvement

Pupils are provided opportunities to follow-up teachers' marking with questions. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment). The learning aim of each lesson is explained at the start and displayed throughout.

High expectations

The school sets high expectations for all pupils, regardless of prior attainment, circumstances or needs. The school believes that all pupils have the potential to learn and succeed; this is communicated regularly in assemblies, marking and general communication with pupils.

Special educational needs and disabilities (SEND)

Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support to enable them to achieve their potential. Children causing concern are discussed with the SENDCo or head of school, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual children, enabling all teachers to be aware of pupils requiring support. For more information see the school's SEND Information Report, the SEND School Offer or the County Councils SEND Local Offer.

Recording Learning

Children record their learning in books on a, largely, daily basis. The emphasis and value we put on this work is of paramount importance because it feeds directly into children's attitudes toward their work. We show and teach children that their written work is important and valued in a number of ways: Through marking of the work; high standards of presentation; putting work on display when it is of exceptional quality; rewarding of house points etc.

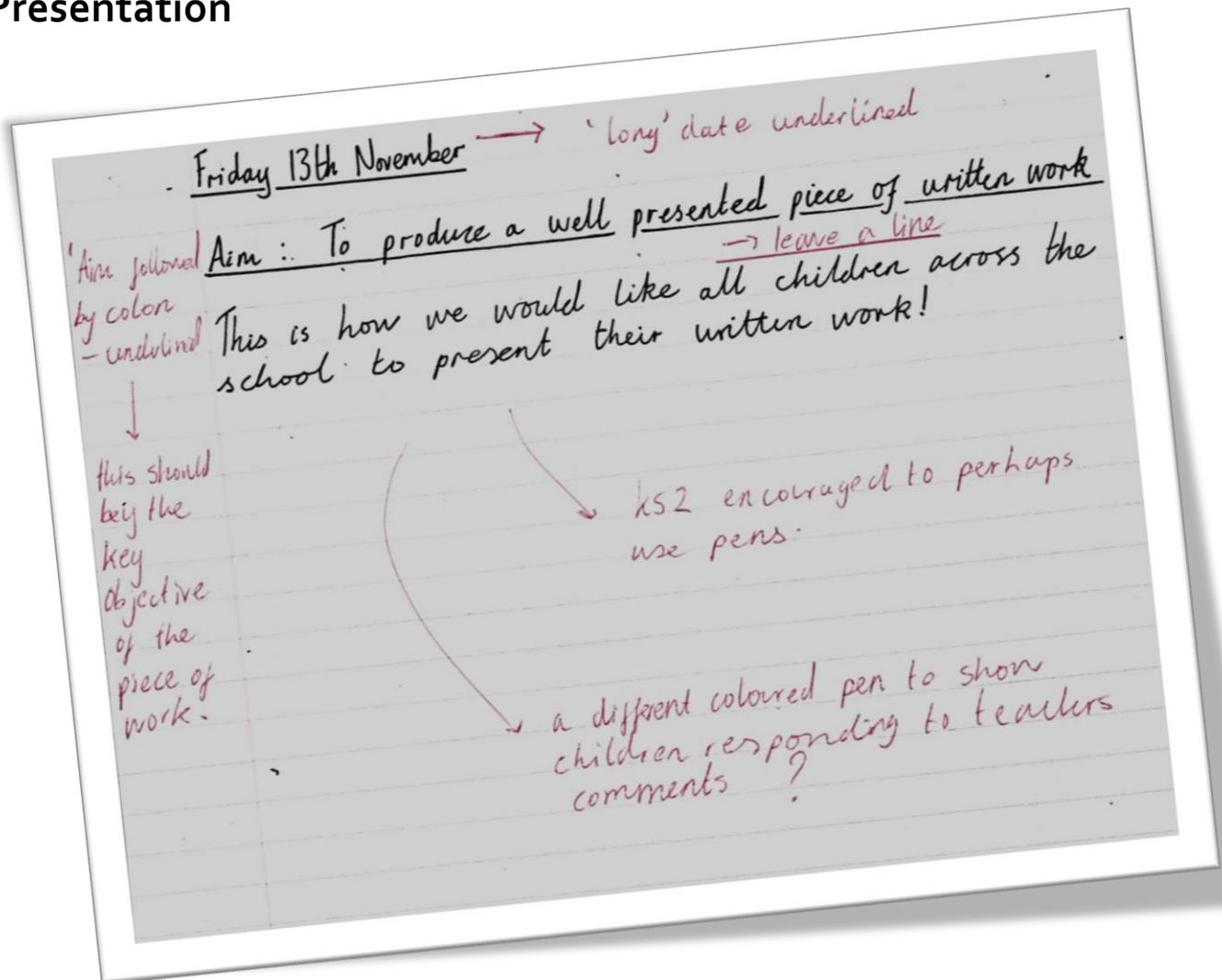
We aim to ensure that the emphasis and valuing of written work is kept up in the following ways:

Book organisation

We value all children's work in all subjects equally and have the same expectations of recorded work in French as we do in maths; in science as we do in music. As such, we use two key books for most work: English (written work) and Mathematics (number-based work.) The vast majority of our work is organised into these books. This approach helps to support a cross-curricular approach to learning and the ethos that all lessons have an English aspect to them. When children see their writing in history alongside their writing in English a link is promoted wherein children are encouraged to apply the same standards and learning to the history as they would in the English.

Additionally, topic and science books are used, sketch books/paper and handwriting books/paper will be used as needed for art and practising of handwriting respectively. Spellings are kept in spelling books and children also have a homework book.

Presentation



Writing Book

16.11.15 → Short date underlined

→ space

Aim: Setting out our maths work. → Aim: then underlined

$45 \div 9 = 45$ → horizontal work evenly spaced.

$$\begin{array}{r} \textcircled{1} \\ + \quad 134 \\ \quad \quad 26 \\ \hline \quad \quad 160 \\ \hline \end{array}$$

→ KS1 and KS2 when partitioning or using column methods - using 1 digit per box is helpful.

To support good presentation at Foulsham primary School we have a consistent approach to handwriting. Across the school we follow the Cursive Handwriting script.

Frequency of Work

Ensuring there is a good frequency of recorded work is important because, not only are the children's books key evidence of their daily progress on a lesson-by-lesson basis but, moreover, children need to develop stamina, promptness and focus when recording their work. As such we aim to provide at least three opportunities a week in English and Mathematics to record work in the books.

Marking

At Foulsham Primary we show that we value all work by marking it. We use next-steps marking, which focuses on guiding children toward further improvement of their work. However, we always aim to qualify and highlight positives in their work too. Any "next steps" are recorded in blue ink and use imperatives to prompt the child to take action; any positive comments are recorded in green ink. We aim to give positive feedback before next steps are given. For example:

Lovely word choices!

Next step: Can you find three places to add adverbs? (e.g. he carefully climbed down.)

I can see you tried really hard today: your brain will have become stronger.

Next step: Have another look at..... Can you spot and circle your mistake?

You sorted those parallelograms in the Venn very well.

Next step: Take another look, how many of those are also rhombuses?

I can see you understood the life cycle really well.

Next Step: Write down any other animals that have a similar lifecycle.

We aim to provide this detailed level of feedback for MOST core subject work (English, Science and Maths.) Children respond to the 'next steps' marking with their purple pen.

Sometimes however, we will use "Aim ." to show the child hasn't met the aim of the lessons; "Aim ✓" to show they met the aim; and "Aim ✓✓" to show they exceeded.

In foundation subjects, we aim to provide some detailed feedback, but accept that most the time we will use the above method. However, we always aim in these cases to provide verbal feedback.

Spellings

Prominent and key spelling errors are highlighted in *ALL* work with “sp” in the children’s books with the correct spelling being written in the margin. We then ask children to write the correct spelling out once underneath where the teacher has written it. Children do this in their self-marking pen (purple.)

AfL(self/peer assessment)

Children have a purple self-marking pen and we put aside five minutes of all core lessons to look at our books and give children a chance to respond to comments and answer any questions.

In KS1 this is likely to just be drawing neat faces to show how they felt about the work. As they head into KS2 they will begin to write comments and answer questions posed in the marking.

From time to time, children will be encouraged to mark each other’s work. This can also be done in a purple pen to help identify when this is the case.

Book codes

VF = Verbal Feedback

PM = Peer Marked

SM = Self Marked

TA = Teaching Assistant Marked